



Graduate Certificate in Tertiary Learning and Teaching (Level 7)

## Assessing and Evaluating for Learning

LT703001 2009

### Course Outline

August 6<sup>th</sup> to November 27<sup>th</sup> 2009

EDUCATIONAL DEVELOPMENT  
CENTRE

**Facilitator:** Heather Day (H101) Ph 021 735 216 Speed Dial 9336  
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(available before 3pm Mon to Fri)

SMS Code: LT703001  
Total Learning Hours: 100  
Contact Hours: 30 Self Directed Hours: 70

### Introduction

#### Welcome to Assessing and Evaluating for Learning.

This course is offered in a blended delivery form through a mix of 7 optional workshops, self directed learning and online learning.

Access to the on-line components is through the website  
[http://www.wikieducator.org/Assessing\\_and\\_Evaluating\\_for\\_Learning](http://www.wikieducator.org/Assessing_and_Evaluating_for_Learning)

and by logging into the Otago Polytechnic Blackboard site on <http://blackboard.tekotago.ac.nz/>,  
available from August 6<sup>th</sup>

If you have difficulty logging on for the first time please contact Heather Day.

### Aim

To expose participants to a range of learner centred assessment theories, principles and practices which enable participants to design or select, and implement appropriate assessment tools.

### Learning Outcomes

At the successful completion of this course, participants will be able to:

1. define and discuss assessment terminology and critically review own existing assessment and evaluation practices against current theories, principles and practices and demonstrate how these understandings inform practices;
2. recognise, analyse and design a range of assessment tools and tasks which are valid, reliable, fair, useable and integrated, to support learning and be inclusive of student needs;
3. explore and consider a range of culturally diverse assessments which includes alternative ways of assessing and supports the transfer of knowledge from one culture to another;
4. construct and justify clear and specific assessment/marking criteria to support student learning;
5. explore pre and post assessment moderation to provide a base from which to critique the role and impact of assessment and evaluation on student learning;
6. demonstrate understanding and critically examine assessment policy and practices considering their appropriateness for meeting student needs;
7. critique a variety of feedback models/processes and then provide clear, constructive feedback to support and advance student learning.

## Structure

| Week            | Contact Time  | Focus   |
|-----------------|---|---|
| Aug 6 - 12      | <b>WS</b> (workshop)<br>Aug 6 in G315<br><b>OL</b> (online) | Introduction to Assessment and Evaluation   |
| Aug 13 - 19     | <b>WS</b><br>Aug 13 in H608<br><b>OL</b>                    | Principles Processes and Practices including Moderation   |
| Aug 20 - 26     | <b>WS</b><br>Aug 20 in H127<br><b>OL</b>                    | Tests and Exams   |
| Aug 27 – Sept 2 | <b>WS</b><br>Aug 27 in H603<br><b>OL</b>                    | Written Assessment  |
| Sept 3 - 9      | <b>WS</b><br>Sept 3 in H603<br><b>OL</b>                    | Student role in assessment<br>self assessment, peer assessment , student's determining assessment |
| Sept 10 - 16    | <b>WS</b><br>Sept 10 in H603<br><b>OL</b>                   | Practical assessment  |
| Sept 17 - 23    | <b>WS</b><br>Sept 17 in H603<br><b>OL</b>                   | Final Assessment Workshop opportunity   |
| Sept 24 – Nov 2 | <b>OL</b>   | Self Directed - Assessment Completion   |

## Assessment

There are three assessment tasks that must be presented for marking in this course.

**NB:** Work submitted later than the due date without an arranged extension will not receive feedback.

If planning to graduate this year **all assessed work** must be in for marking by **November 6<sup>th</sup>**.

### To pass this course:

**Participants must undertake and successfully complete the 3 assessments.**

#### 1. Evaluation of own course assessment (written submission)

Evaluating the assessment in a course you are teaching/facilitating or undertaking

#### 2. Assessment discussions (online discussion)

Participate in discussions online relating to assessment

#### 3. New assessment strategy (written submission)

Presenting a new/revised strategy for a course you are teaching/facilitating or undertaking

Detail on all three assessments follows on the next page.

**NB: As an alternative to the set assessment activities there is also the option to plan and develop your own individual assessment to meet the course learning outcomes. Discuss and negotiate this with the course facilitator. This plan must be finalised, agreed to, and signed by the participant and course coordinator by 21 August 2009.**

## ASSESSMENT

### 1. Evaluation of own course assessment (written submission)

#### Assessment:

Present in a written format of your choice\* an evaluation of the current assessment practices for a course you are teaching/facilitating or undertaking.

This in-depth exploration should include consideration of:

- what assessment is being used
- the purpose of this assessment
- the relevance of the assessment tools and practices to student learning
- whether the assessment is fair, valid, reliable, usable and clear
- the relationship of the assessment to the learning outcomes for that course

\*This written format could be any written format including a blog entry, a wiki, an essay/report/review, a PowerPoint presentation or any other written form.

#### Marking criteria

Achievement of the following criteria will result in a successful pass for this assessment:

- ✓ Evaluation of each aspect of the course assessment (the what, why and how)
- ✓ Discussion supported with rationale &/or literature &/or examples

The course outline and assessment information evaluated must be attached or the work will not be assessed

(Word count guide = 500 to 1000 words for the evaluation – excluding attached outline/assessment information)

Due Date: submit by or before **Monday 31<sup>st</sup> August 2009**

Submit by email (including weblinks if used) or in hard copy to the Course Facilitator

### 2. Assessment Discussions (online discussion)

#### Activity:

Participate in the online discussions on this course's Blackboard discussion board sharing your thoughts and experiences related to the topics that are discussed.

#### Assessment:

Whilst participating in the online discussions you will be assessed on 3 of your postings relating specifically to your comments on the topics:

Moderation                      Cultural diversity                      Feedback in assessment

Each must meet the following assessment criteria:

#### Marking Criteria:

Achievement of the following criteria will result in a successful pass for this assessment:

- ✓ Acknowledge relevance to your own teaching context
- ✓ Be supported with literature &/or examples

**Due Date:** all contributions to meet above criteria must be posted on the Blackboard discussion board by

**Friday 25<sup>th</sup> September 2009**

Everyone's postings open the potential for further discussion. I would encourage you to read and comment on other postings but this is not part of the assessment.

### 3. New assessment strategy (written submission)

#### Activity

Rewrite, modify or adapt the assessment strategy for the course you evaluated in assessment one or develop a new strategy for that course.

## Assessment

Present the new or revised assessment strategy for the course you evaluated in assessment one as you would present this to students in a course outline/ information document.

In written form critically discuss your reasoning and rationale for this alternative approach and support this discussion with clearly referenced relevant literature.

NB: Critical discussion and reflection involve a depth of thought that considers a variety of perspectives including your own. Critical in this sense refers to reviewing or analysing in depth, it does not mean focusing on negativity.

## Marking criteria

Achievement of the following criteria will result in a successful pass for this assessment:

- ✓ A copy of the course outline/information sheet with new/revised assessment information attached that is sufficiently clear to the learners
- ✓ A critical discussion of the rationale and reasoning for the strategy
  - ✓ Including acknowledgement of learner needs and consideration of diversity
- ✓ Discussion well supported with literature sources
  - Material well structured and presented with consistent referencing (preferably APA style)

(Word count guide for the critical discussion = 500 to 1000 words)

**Due Date:** submit by or before **Monday 2<sup>nd</sup> November 2009**

Submit by email (including weblinks if used) or in hard copy to the Course Facilitator

**Grading:** As the emphasis is on learning process rather than outcome there are 2 grades only in this course:  
passed or not passed

## Recommended Reading

Useful resources to dip into

Biggs, J. (2003). *Teaching for quality learning at university*. Buckingham: Open University Press.

Brown, S., & Glasner, A. (Eds.). (1999). *Assessment matters in higher education*. London: The Society for Research into Higher Education & Open University Press.

Brown, S., & Knight, P. (1994). *Assessing learners in higher education*. London: Kogan Page.

Fry, H., Ketteridge, S., & Marshall, S. (1999). *A handbook for teaching and learning in higher education: Enhancing academic practice*. London: Kogan Page.

Many more resources are available through the course site on WikiEducator.

[http://www.wikieducator.org/Assessing\\_and\\_Evaluating\\_for\\_Learning](http://www.wikieducator.org/Assessing_and_Evaluating_for_Learning)